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ABSTRACT

The paper describes a project at Bemidgi State University (Minnesota), now in its second year, to train Ojibwe and non-Native American teaching personnel working with young Ojibwe children having special needs. Major components of the early childhood cross cultural teacher education project are: a cross-cultural internship in which advanced intern students are teamed with non-degreed Native American teaching personnel; weekly site visits by the field instructor to discuss on-the-job progress of intern students, development of a series of workshops for each of four reservation Head Start programs, development of an inservice program for non-Head Start personnel working with Native American preschool children, and development of training modules which incorporate Native American materials into the curriculum for traditional college students enrolled in the program. A sample section of one of the modules is also provided. The module focuses on the impact of history on the education of Indian children. A detailed timeline of events, legislation, and court cases affecting Indian education is given as are related assignments that include references to readings and films. (DB)

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PREPARATION OF PERSONNEL FOR MINORITY HANDICAPPED CHILDREN IN RURAL SETTINGS

The "Training of Ojibwe and non-Native American Teaching Personnel Working With Ojibwe Young Children Having Special Needs" at Bemidji State University, Bemidji, Minnesota, has been in operation since 1986. The Native American population, specifically the Ojibwe people, is the predominant minority of the area and is the focus of this project. This special education: early childhood cross-cultural teacher education project is funded for three years through the Office of Special Education and Rehabilitative Services, U.S.Department of Education.

Currently in its second year, the major emphasis of this project has been the training of three different population groups:

1.) non-degreed Native American staff of the Reservation Head Start Programs in areas pertaining to special education: early childhood.
2.) non-Native American personnel who serve Ojibwe special needs children in their programs.
3.) traditional college students currently enrolled in special education: early childhood courses at Bemidji State University.

Situated in north central Minnesota, Bemidji is located within fifty miles of three Ojibwe Indian Reservations (Leech Lake, Red Lake and White Earth) and 125 miles from a fourth (Fond du Lac). This unique situation presents Bemidji State University with a multi-faceted challenge: to prepare practicing teachers and other educational specialists to work with Native American children, particularly those with special needs; to prepare Native Americans for paraprofessioal and professional roles in relation to serving young special needs children; and to prepare traditional on campus students through the infusion of Native American culture into special education: early childhood coursework. Special consideration is given to increasing the effectiveness and sensitivity to the teaching of young Ojibwe children having special needs.

Poverty is widespread in the northern region of Minnesota for both the majority and minority populations. There are more than one in five families existing below the established poverty level. The levels of educational attainment in the area are low, reflecting the prevelence of poverty. In order to counter the effects of poverty and of cultural differences in the education of these young children, there is a need for training non-Native American and Native American teachers to work effectively with Native American special needs children and their families.

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A Project Coordinator/Field Instructor with a background in special education: early childhood has been hired to oversee the project. Responsibilities of the coordinator include:

1. supervising internship programs of the Reservations.
2. conducting workshops for Reservation Head Start personnel.
3. organizing in-service training for area special education: early childhood personnel.
4. developing modules for the infusion of Ojibwe culture-awareness in special education: early childhood courses.

1. Through the Cross-Cultural Internship part of the program, ten advanced intern students from the University are teamed with non-degreed Native American teaching personnel from area Reservation Head Start programs. The resulting learning experience is beneficial to both groups. Head Start staff are learning special education strategies, while at the same time, the intern students are becoming sensitized to cultural factors relating to the education of young special needs Ojibwe children. The Head Start programs serve Native American preschool children from ages 3 to 5, with approximately ten percent (10%) being identified as special needs children. Because of the remote location of many Head Start programs, direct special education services are not always readily available. The need for trained paraprofessional and professional staff to work with handicapped young children is acute.

Along with the responsibility of setting up the internships, the Grant Coordinator/Field Instructor makes weekly visits to the programs to meet with the intern students and host teachers. During these on-site visits, the Grant Coordinator/Field Instructor observes each intern student assisting the host staff with day to day activities. The intern students are actively involved in the daily routine, including directing lessons, helping with meals, going on bus routes, and providing specialized programming. As well, the students provide specialized services to the children in the programs diagnosed as having special needs. Discussion and evaluation of the intern's progress also takes place during these visits. The intern student and host teacher meet daily to share ideas regarding lesson planning and preparation for the next day. Through this sharing of ideas, both are gaining insights into how to best meet the needs to the children, particularly those with special needs.

2. The Project Coordinator/Field Instructor is also responsible for conducting a series of workshops for each Reservation Head Start program. These workshops, scheduled once each quarter, cover pertinent special education: early childhood issues. Topic emphasis has been to serve the handicapped child within the context of the family and program.

3. A third responsibility of the Project Coordinator/Field Instructor is to arrange for the in-service training for non-Head Start personnel working with Native American preschool children. This year's in-service training is consisting of three parts: 1.) a conference entitled "Working With Young Special Needs Indian Children and Their Families," held October 2 & 3, 1987; 2.) a follow-up "Case Study Plan" by conference participants which involves a special needs Ojibwe child within their programs, to include a meeting with the Grant Coordinator/Field Instructor to review progress; 3.) attendance at a one day "Wrap-Up" meeting in the spring. The participants will meet on the campus of Bemidji State University to discuss their experiences; what worked, what did not, and make any recommendations they may have for others. Based on the experiences and information gathered from the participants, a guidebook for working with young special needs Native American children and their families will be compiled.

4. The fourth portion of this grant involves the training of traditional college students who are enrolled in the special education: early childhood program on Native American culture. The Project Coordinator/Field Instructor with a

consultant has developed modules which incorporate Native American-related materials into the curriculum. The purpose of these modules is two-fold: they give college students the background to work effectively with Native American preschoolers and their families. The modules also provide hands-on activities for use in the classroom and in the home.

The plan for year Three of this project is a continuation of year Two. The training model featuring the cross-cultural internships, workshops, and in-service and pre-service training will be continued, but with two minor adjustments. First, the Project Coordinator/Field Instructor will assemble various prepared culture based materials to be used in on-campus special education: early childhood courses and in workshops. These materials will supplement the modules already developed. Second, the in-service conference will address the handling of specific handicapping conditions faced by young children within the Native American family. While last fall's conference gave the participants vital information relating to Native American culture, the need in year Three is for a more detailed service approach.

As the training project unfolds, evaluations and revisions are being made to accomodate individual and program needs. It is tailored for the specific population, the Native American and non-Native American people of northern Minnesota. The overall response has been positive and we look forward to year Three.

The following is a sample section of one of the modules developed through the project:

ED 306/506 Issues in Special Education: Early Childhood in Northern Minnesota

Objectives

The materials presented will help the student to:

1. consider the historical impact on the education of Indian children.
2. enhance their understanding of contemporary lifestyles of the Native American population.
3. recognize prevailing stereotypes of Indian people and develop racial awareness.
4. understand the need for multi-cultural education in their own curriculum.

Objective 1

To help the student to consider the historical impact on the education of Indian children.

Studying the historical background of Native Americans provides significant insight into the trials and tribulations superimposed on Indian people in their struggle to survive in the education of their children and to maintain their culture. A timeline entitled, "Indian Education Backgound Including Legislation" is included as a basis for examination of the transitions Indian people have made. This timeline includes Time Immemorial in which the Indian people had one hundred percent sovereignty prior to the arrival of the colonists up to the Self-Determination Period, which some thoughts on today's educational focus. It takes you through the Treaty, Reservation, Allotment, Reorganization, Termination, and Self-Determination Periods in history. By carefully studying this timeline, you will discover what Indian people have experienced.

Also reading pages 29-38 in Indian Families In Transition you will gain more insight into the historical background that affected Indian people and the education of their children.

There is a course offered at Bemidji State University (ED 301) called

"Education And The American Indian Child" which is recommended for educators. This course is designed to provide Ojibwe and other Indian students relevant materials about their cultural heritage and all students a vehicle to develop a better understanding and appreciation of Indian history, language and culture.

Indian Education Background Including Legislation

Time Immemorial was in the beginning when the Indians had total control over the education of their children. This was mostly done before the age of 10 because by 10 they were involved with adult things. The elders did most of the teaching through example and talks. The children were separated (boys and girls). Legends were told (moral, musing, historical). Sometimes tests of manhood were done by sending them to bed without food to encourage visions. Offerings the next day were food or charcoal. If they chose charcoal, they were thought to show great promise - special - leadership qualities. Chippewas were a very quiet group not allowing babies to cry so they couldn't notify enemies of where they were.

TREATY PERIOD

Time Immemorial - 100% sovereignty

1492 - Colonists appeared; wanted to Christianize the Indians; show them a better way.

1787 - Constitution

1789 - Northwest Ordinance; as more moved in, land was very important and education became less important to them.

1794 - First Indian treaty providing for education (7 Stat. 47-48).

1802 - Act "to promote civilization among the aborigines" (2 Stat. 139, 143).

1803 - Treaty with Kaskaskia Indians providing for instruction in literature (7 Stat. 78-79).
Executive Order - tribes could go directly to the president.

1819 - CIVILIZATION ACT establishing an annual fund of $10,000 for education of the frontier tribes (3 Stat. 516); was passed to make the Indians "civilized" people. First reference to Indian Education.

1824 - U.S. Office of Indian Affairs established and placed with the War Department (3 Stat. 679).

1830 - Indian Removal Act to transfer eastern tribes to territory west of the Mississippi River (4 Stat. 411).

1832 - Office of Commissioner of Indian Affairs created (4 Stat. 546). Defined Indian tribes or nations as distinct independent political entities. Justice Marshall decision.

1834 - Office of Indian Affairs reorganized as a Department (4 Stat. 735-738). Proliferation of boarding schools; mostly did work; schools were self-sufficient.

1836 - The Indians were declared wards of the government. They must be protected and educated in industry, the Christian ways and clothed until they are able to sustain themselves.

1849 - Department of the Interior created and the renamed Office of Indian Affairs transferred to this jurisdiction (9 Stat. 395).

1860 - First Federal boarding school established on the Yakima Reservation, Washington (Indian Education, 423).

1867 - Amendment XIV excludes "Indians not taxed" from Congressional representation (Constitution).

1869 - Congress authorized the President to appoint a ten-member Board of Indian Commissioners (16 Stat. 40).

RESERVATION PERIOD

1870 - FIRST GENERAL APPROPRIATION ACT for Indian education providing a fund of $100,000 (16 Stat. 490).

1871 - Act ending Federal-Indian treaties and the independence of the Indian Tribes (16 Stat. 544, 566).
1873 - Act repealing the Civilization Act fund (17 Stat. 437, 461).
1879 - Captian Richard H. Pratt founded Carlisle Indian School - the first non-reservation boarding school (Indian Education, 423)

Cessation of treaty making during the Reservation Period

1882 - Act providing for the education of 100 Indian pupils in industrial schools and for the appointment of an Inspector or Superintendent of Indian Schools (22 Stat. 68, 70).
1885 - Major Crimes Act. U.S. took away the control Indian people had to hold trials for their own people.
1886 - Act requiring instruction on the dangers of alcohol and narcotics (24 Stat. 69).

ALLOTMENT PERIOD

1887 - DAWES SEVERALTY ACT (Allotment Act) was meant to break up the tribes so that Indian people would be less unified. Each member was given 80 acres with the surplus sold and the monies were supposedly put in a fund for education. The Indian people lost 90 million acres. Some of the reasoning behind that was to turn Indian people into farmers, caretakers of their own land and thus "more productive".
1888 - Act appointing a Superintendent of Indian Schools, and defining his duties (25 Stat. 238-239).
1890 - First codification of rules for Indian Schools, and first Indian pupils received in public schools (Annual Report, Commissioner, 1890 p. cxlvi-cix).
1891 - First act imposing compulsory education on Indians of school age (26 Stat. 1014).
1893 - Act authorizing the withholding of rations from Indians failing to send their children to school (27 Stat. 628, 635).
1894 - First act establishing per capita rate allowances for Indian pupils, and declaring children of Indians taking lands in severalty not excluded from educational benefits (28 Stat. 308, 311).
1895 - Act announcing the government's intention to phase out contract schools (28 Stat. 904-906).
1896 - First act declaring government policy to end appropriations to sectarian schools (29 Stat. 345). Act also prohibited removal of Indian children to another state without written consent of parents (29 Stat. 348).
1897 - Act prohibiting further appropriations for sectarian schools except in special cases (30 Stat. 62, 79).
1906 - Burke Act to limit selling of lands by Indian owners (34 Stat. 182-183).
Competancy Act - perhaps the most devastating acts affecting the self-image of Indian people. This act declared the Secretary of Interior in charge of deciding whether or not an Indian person was "competant". Full-blooded Indian people were not considered competant and their lands were taken away and held in trust.
Act authorizing distribution of rations to mission schools for Indian pupils (34 Stat. 326).

ALLOTMENT PERIOD

1908 - Act repeating per capita rate limits for boarding schools receiving Federal subsidies (35 Stat. 72).
1909 - Act providing for transportation of pupils under 14 years at government expense (35 Stat. 783).
1910 - Act repealing per capita rates for non-reservation Indian schools (37 Stat. 520).
1912 - First act providing paid education leave of 15 days for Bureau teachers attending training institutes (37 Stat. 519).
1917 - Act ending Federal subsidies to religious groups (39 Stat. 988).
1918 - Act restricting Federal educational services to children of one quarter or more Indian blood (40 Stat. 564).
1919 - Act revising upward per capita allowances (41 Stat. 6).
1920 - Act recapitulating compulsory education policy, and limiting tuition allowance to public schools (41 Stat. 410-411).
1921 - Act defining minimum attendance for day schools (42 Stat. 562).
1924 - SNYDER CITIZENSHIP ACT conferring citizenship on all Indians not previously U.S. Citizens (43 Stat. 253). This is considered by many Indian people as a terrible thing to have happened because it said that Indian people are U.S. citizens and no longer have a nation.
1925 - Act revising upward per capita allowances for Indian pupils (43 Stat. 958).
1928 - Meriam Report on survey of Federal Indian administration (authorized in 1926). This report was the most comprehensive and significant reports on Indian Education. Conclusions of the report were:
1) Indians were excluded from management of their own affairs
2) Indians were receiving poor quality of services from individuals who were suppose to be meeting their needs
Act authorizing extension of teachers' educational leaves to 60 days on alternate years (45 Stat. 493).
1929 - Act authorizing State officers to inspect schools in Indian territory within State boundaries (45 Stat. 1185).
Act repealing per capita allowance limits for Indian pupils (45 Stat. 1534).
Act setting minimum attendance limits for Federal Indian schools (45 Stat. 1576).
1931 - Report of the National Advisory Committee on Education.
1933 - Board of Indian Commissioners dissolved.
1934 - Johnson O'Malley Act providing for assumption of responsibility for Indians by the States (48 Stat. 596).
INDIAN REORGANIZATION ACT, or Wheeler-Howard Act, ending the allotment policy and introducing an Indian-oriented policy (48 Stat. 984).
The Meriam Report and the New Deal presented many innovative ideas for Indian Education but World Was II came along and many of these great programs were pushed aside.

REORGANIZATION PERIOD

1938 - Act establishing a revolving loan fund for worthy Indian youths (52 Stat. 303). (Loans discontinued by administration in 1952).
1946 - Peterson Report "How Well Are Indian Children Educated?" Results:
1928 8% at or above grade level
1946 38% at or above grade level

1928 27% below 5 years behind
1846 4% below 5 years behind

TERMINATION PERIOD

1946 - "It is probable that the more systematically organized program of
cont. instruction, keyed to Indian needs, accounts in large part for this clear-cut superiority."

1950 - Public Laws 815 and 874 amended to include Indians with Federal impact area students (64 Stat. 967-978, 1100-1109).

1953 - Public Law 47 providing for transfer of Federal Indian school property to local school districts (67 Stat. 41).
HOUSE CONCURRENT RESOLUTION 108 enunciated government policy of termination of special Federal provisions for Indians (67 Stat. B132).
They were trying to get the Indians off the Reservations (assimilation) and into the working force. They offered incentive programs which are still available today. They'll pay moving expenses, a few months rent, buy uniforms or shoes if needed for their new job, etc.

1956 - Senate Joint Resolution 110 (P.L. 702) authorizing investigation of Indian education (70 Stat. 531-532).
Adult Vocational Training Act (P.L. 959) providing free relocation skill training for disadvantaged adults, including Indians (70 Stat. 986).

1957 - Act providing for conveyance of Federal school properties to public schools or public agencies (71 Stat. 29).
Act modifying teacher educational leaves of absence (71 Stat. 282).

1963 - Act conveying Federal school properties to local school districts or public agencies amended (76 Stat. 33).

1965 - Economic Opportunity Act (P.L. 452) to combat poverty, specially applicable to Indians (78 Stat. 508-520).
Indian Education Act (Title IV PL92-318) signed by Nixon has several parts to it making the Indians more in control of education.

Part A - concerned public school and tribal school funding
Part B - enrichment programs (culture and bilinguial ed.)
Part C - adult Indian education

SELF-DETERMINATION PERIOD

Kennedy's report done in the 70's really put down boarding schools and the poor job done on Indian education. It sharply criticized that the Indians weren't in control. Gerald Ford signed the Indian Self-Determination and Education Act (1975).

The Indian Education Act, Indian Self-Determination and Education Act, and the AIPRC (American Indian Policy Review Committee) were the three most important acts in establishing Indian control of education. This illustrated that the web of control (congress, etc. was (si) finally being broken down.

Indian Language and Cultural education act is Minnesota legislation used to supplement the present JOM and Title IV funds. It's for cultural developement. There's more of a push (has been in the 70's especially) for more culturally oriented materials to be taught to the Indian children.

Objective 1 Task

Read "Custer Died For Your Sins". Combine the information presented in the book with the timeline and reading in Indian Families In Transition (pages 29 - 38). Write a reaction paper to the materials read.

View the film "How The West Was Won and Honor Lost". Discuss treaties, Indian Removal Act, Trail of Tears, Indians giving up way of life.

View "Indian American" Parts I, II, and III. Discuss treaties, spirituality, dances, legends, right to vote, reservations, termination, disease, suicide, and alcoholism.

Invite an instructor from the Indian Studies department to speak about the topic, Education And The American Indian Child. Prepare questions to ask from the background reading you've done on the subject.

Read "Night Flying Woman" by Ignatia Broker. Outline her educational background.

After examining the timeline and reading in Indian Families In Transition describe how your feelings may or may not have changed in relationship to the education of Indian children.